

Topic: Child	Strategy 1	Evidence	Strategy 2	Evidence
Intelligence (Biological): At least one method of assessing intelligence.	IQ Tests (e.g. Raven's Progressive Matrices or Wechsler) – Raven's Progressive Matrices (RPM) is a non-verbal test that measures abstract reasoning, pattern recognition, and fluid intelligence. Can be used to assess intelligence in both children and adults. Useful as tests do not rely on language, therefore appropriate for children.	In van Leeuwen et al (2008), children completed IQ tests using Raven's Standard Progressive Matrices (SPM) which consisted of 60 problems increasing in difficulty. Adults completed Raven's Advanced Progressive Matrices (APM). The results suggest that genetic factors are the main influence on intelligence. Langenger et al (2022) devised a short version of this test to measure general cognitive ability in children and young people.	Puzzles and pictures to assess fluid intelligence (thinking on the spot) - the Matrix Reasoning subtest in the Wechsler Abbreviated Scale of Intelligence (WASI-II) is a non-verbal, multiple-choice visual puzzle task designed to measure fluid intelligence and abstract problem-solving. Can be used with children from the age of 6 years.	Green et al (2017) used tests to assess fluid intelligence and reasoning (FR). They aimed to examine the direct and indirect relations between children's prior cognitive abilities and their future mathematics achievement. They found that FR was the only significant predictor of future mathematics achievement (regardless of age, vocabulary, or spatial skills).
Pre-adult brain development (Biological): At least one strategy to reduce risk taking behaviours using knowledge of brain development.	Changing the context; graduated driver licence schemes (GDL). This is a staged system that gives new and young drivers a gradual introduction to driving rather than granting them full,	The UK Department for Transport (2014) published a review of research into the effectiveness of GDL schemes for drivers age 17 to 19. They found that GDL is consistently more effective in reducing	Harm-reduction programmes to minimise risk taking behaviour in young people. They focus on minimising the health, social, and safety risks of adolescent experimentation (such as substance use or sexual	Marlatt and Witkiewitz (2002) published a comprehensive review supporting the efficacy of harm reduction strategies in both the prevention and intervention of behaviour with potential health risks (e.g. alcohol abuse). They

	unrestricted privileges immediately.	collisions and offers real potential public health benefits. The report also estimates that implementing a GDL in the UK could save on average 4471 casualties and £224 million annually (Kinnear et al, 2013).	activity) rather than demanding immediate abstinence. For example, 'WithYou' is a programme which provides free, confidential, non-judgmental support and online chat services for alcohol, drug, and mental health concerns.	concluded that harm reduction offers a pragmatic and compassionate approach to the prevention and treatment of problem drinking which shifts the focus away from alcohol use itself to the consequences of harmful drinking behaviour. This has been shown to be successful with young people.
Perceptual development (Cognitive): At least one play strategy to develop perception in young children.	Sensory integrative (SI) therapy. This specialised approach by Ayres (1960s) is designed to help individuals process, organise, and respond to sensory input from their bodies and the environment. Sessions use active, play-based activities (such as swinging, trampolines, and climbing) to provide a "just-right challenge".	May-Benson et al (2010) evaluated 27 studies exploring the effectiveness of SI therapy. Their results suggest the SI approach may result in positive outcomes in sensorimotor skills and motor planning, socialisation, attention, and behavioural regulation in children. There are also benefits for reading-related skills, participation in active play and achievement of individualised goals. This therapy was proven to help perceptual development in young children.	Games to develop aural perception (e.g. sound bingo). For example, children would listen to pre-recorded sounds (e.g. animals, vehicles, or musical instruments) and match them to pictures or words on their bingo cards. This teaches the brain to distinguish between subtle acoustic differences.	Shahid et al (2022) evaluated the use of sound bingo (and other phonological/ auditory gamification techniques) and found that it is highly effective at improving language acquisition, auditory discrimination, and student engagement. They concluded that as the game introduces a gamified, non-stressful environment, young children show marked improvements in speech perception, word memory, and cognitive focus.

Cognitive development and education (Cognitive): At least one cognitive strategy to improve revision or learning.	Use of mnemonics to improve learning. This is any learning technique or memory device that helps the brain encode, retain, and retrieve difficult or unfamiliar information. Most commonly through acronyms or rhymes.	Atkinson & Raugh (1975) tested the effectiveness of mnemonic techniques for learning English-Russian word pairs. Their results showed that after a three-day period, a ‘mnemonic group’ achieved an average of 72% correct answers, while a traditional ‘repetition group’ achieved only 46%. In addition, Dunlosky et al (2013) conducted a comprehensive review of learning techniques and ranked mnemonics among the most effective method.	Use of semantic processing and cognitive organisers such as mind maps. Semantic processing involves a deeper level of information processing in memory by adding meaning to content. Mental imagery through mind maps aids memory recall.	Bower (1972) showed that organised, associative learning is far more effective than rote memorisation. Bower published influential work exploring how mental imagery, verbal context, and relational organisation facilitate memory and paired-associate learning. In addition, Farrand, Hussain, and Hennessy (2002) found that medical students using mind maps for revision improved factual knowledge retention by about 10% to 15% compared to linear note-takers.
Development of attachment (Social): At least one strategy to develop an attachment friendly environment.	‘Key person’ approach in daycare or pre-school. This is an initiative in early childhood education where each child in a daycare or pre-school is assigned a specific, dedicated staff member who acts as their primary point of contact,	Albers et al (2008) suggest that nurturing, consistent, and responsive interactions trigger brain-soothing neurotransmitters and suppress stress hormones like cortisol, supporting early cognitive and emotional development. This helps promote	Family-centred care (FCC) in hospitals - in order to create more attachment friendly environments, many institutions particularly maternity units and children's hospitals, have adopted models of FCC.	The Platt Report (1959) criticised the restrictive visiting hours of healthcare provisions, as well as emotional detachment by staff; establishing that young children require continuous close contact with their primary caregivers to prevent acute

	emotional anchor, and advocate.	attachment in young children. The need for a 'key person' approach is underpinned by attachment theory (Ainsworth et al, 1978; Elfer, Goldschmied & Selleck, 2012).	FCC services support the implementation of open visitation policies.	attachment disruption and psychological distress. Kuo et al (2012) suggest the FCC services encourage the positive values which promote close attachments.
Impact of advertising on children (Social): At least one strategy to reduce impact of advertising which is aimed at children.	Developing 'media literacy' through programmes such as "Media Smart" and "Be AdWise". These act as safeguards for children and can be delivered as education classes. "Media Smart" is a non-profit programme designed for children aged 6 to 11 years. It includes materials written and reviewed by academics and education specialists in media literacy. "Be AdWise" is a set of resources produced by "Media Smart" which aims to teach young people to think critically about advertising and teaches them how	Pine and Nash (2002) reviewed studies on the effects of adverts on young children and found many children below 7 to 9 years lack an understanding of persuasive intent; meaning they do not know why they are being manipulated or lied to by adults. They are also unaware of the purpose of adverts. Linn, De Benedictis and Delucchi (1982) suggest this understanding does not develop until children are 12-13 years of age. Research has consistently shown that media literacy education can improve children's analytical skills. Hobbs (2017a) argues that media literacy not only helps children deconstruct	Education programmes for parents about limiting access to TV/ media where advertising can influence children. "Media Smart" (Digital AdWise Campaign) provides free parent resources, videos, and guides specifically designed to help families navigate commercial media. Its Digital AdWise initiative focuses directly on helping parents recognise hidden online advertising, such as influencer marketing, advergames, and product placement. They also run tailored educational campaigns like "Teens, Social Media & You" to	While strict restrictive mediation (blanket bans or turning off the TV) successfully cuts down overall screen time, it does not teach children how to process commercial messages. Research indicates that when children face exposure to ads outside the home, those who only experienced restriction lack the critical framework to see through persuasive marketing tactic (Punyanunt-Carter, 2021). Research consistently demonstrates that active mediation (where education programmes teach parents how to build their children's critical thinking and digital

	persuasion works to endorse products.	media messages but also empowers them to produce their own media content responsibly.	foster family conversations about digital advertising.	literacy) is the most effective way to mitigate the negative impacts of advertising (Essayah, 2026).
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